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ABSTRACT

This document describes a five-week program designed to assist and train paraprofessionals in the classroom. Goals of the program include the following: That paraprofessionals and community volunteers become more effective and knowledgeable about their students, about teacher relationships, their role, school functioning, and more accepted as performing a valuable, professional role. Five general topics are treated: (1) role clarification and communication; (2) child growth and development; (3) multicultural studies; (4) basic skills in mathematics and reading; and (5) classroom management. The program is designed to be flexible and adaptable to meet the expressed needs of individual schools. (JD)

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ED133557

PARA EDUCATOR TRAINING PROGRAM

K-6

UNIVERSITY OF SOUTHERN CALIFORNIA

SCHOOL OF EDUCATION

DEPARTMENT OF TEACHER EDUCATION

With Grateful Thanks to Teacher Corps

For Their Assistance

UNIVERSITY OF SOUTHERN CALIFORNIA

U.S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SP 010 981

Through the School of Education
Department of Teacher Education
has designed and developed 2 pilot
Paraprofessional training programs.
This is the result of that effort...

Elsa Brizzi, Director
Para Educator Training

TABLE OF CONTENTS

Page

INTRODUCTION 1

OVERVIEW 3

Program Rationale 5

Specific Objectives 5

Focus 7

Program Tailoring 7

Core Curriculum 7

Para Educator Design 9

Training Team 11

Para Educator Training Procedures 13

Preliminary Planning 15

Training 19

PILOT SCHOOLS

Valencia Park Elementary School 23

Magnolia Avenue Elementary School 30

EVALUATION

The Theoretical Model for the Meaning of Words Inventory Developed by Dr. C.L. Short 38

Interpretative Guide for the Meaning of Words Inventory 44

CONCEPTS FROM THE MEANING OF WORDS INVENTORY

Students 47a
My Professional Growth 47b

Principal 48a
Listening Skills 48b

Culture in Teaching 49a
Spanish Speaking 49b

Machines Used in Teaching 50a
Solving Problems 50b

Page

Classroom 51a
Reading Games 51b

Teacher 52a
Math Games 52b

Individualized Teaching 53a
Following Directions 53b

Rewards 54a
Sharing Information 54b

Developing Personal Skills 55a
Looking At Self 55b

Planning Lessons 56a
Punishment 56b

Small Group Instructional 57a
Small Group Discussion 57b

Findings for Concepts on the Meaning of Words Inventory 58

Conclusions for Concepts on the Meaning of Words Inventory 62

Theoretical Model for the Sentence Completion Inventory 63

Interpretative Guide, Results and Conclusion for the Completion Sentences 65

Sentence Completion Inventory 67

Recommendations 69

INTRODUCTION

The training program is designed for five weeks in which there is a sequenced presentation of concepts and a designed continuity leading to paraprofessionals and community volunteers in the classroom becoming more effective and knowledgeable about their students, teacher relationships, their role, the school functions, and generally, more integrated and accepted as a valuable role in the school process, especially with the community.

The training is based on viewing the role in a professional capacity - the Para Educator.

Included along with the evaluation and the indepth description of the training philosophy, is the overview of the two successfully completed pilot projects.

Briefly, the training philosophy of the program includes establishing a receptive environment within the school and trainee group, a needs assessment of individual schools, an information base of existing programming intent, type of trainee and school population. These are all factors for tailoring of training. Types of trainers most effective, a variety of training strategies in affective and cognitive areas, and continuity of training beyond the program are also part of the design.

The materials and scripts used for training classes are separate and not included. They are designed to be flexible and adaptable to meet the expressed needs of individual schools.

PARAPROFESSIONAL TRAINING PROGRAM

OVERVIEW:

In 1965 the Elementary Secondary Act was enacted by Congress to bridge the gap between the educationally advantaged and disadvantaged children. These funds followed by successive federal and state allocations, are geared to compensate for the inability of our present school system to meet the needs of the child who is not performing at grade level in basic skills. As a result of these fundings, auxiliary personnel were hired and are continuing to be hired to assist the teacher in meeting these needs.

Since 1965, there has been a steadily growing number of community personnel participating in the educational process at schools where compensatory education and special funding exist.

These paraprofessionals are a resource to the school in many ways. They bring with them the essence of the community, its values, attitudes, culture; and can assist the educational school community in the understanding the community they serve. They represent community models within the classroom and the school.

The role of the paraprofessional in education is validated through federal and state funding sources which mandate in-service training and community participation. The recent

bilingual legislation requires linkage with a four year institution or university to provide systematic academic advancement for the professional and the paraprofessional.

Districts and schools involved in meeting the needs of a constantly changing diverse population, and responsive to those needs have hired paraprofessionals to assist. State and federal funding sources provide the needed additional financial support.

They are now faced with the mushroom effect, a paraprofessional work force, with all its potential in various states of skill development. The range of training practices for the paraprofessional have varied greatly from district to district and from school to school within the same district, dependent upon the availability of resources. They have, since their inception, been used in a variety of ways responsible to a variety of people, such as: the teacher, the administrator, the resource teacher, the district. There is a need for role definition, an outline of responsibilities, and an acquisition of accommodative skills with input from the school-community where they serve.

There is a need for an initial comprehensive training program for the paraprofessional designed around the individual school needs and related to the indigenous school population. This training design would involve the total school community in assessment of the role and provide input and participation.

The fundamental training base would then allow the local school site to follow up with inservice based on emerging relevant needs of the paraprofessional.

PROGRAM RATIONALE:

Paraprofessionals, working at a school site employed by the district, and community volunteers are provided with 40 hours of classwork and 50 hours of field application. The program is designed for those in the community school who provide a diversity of services which intimately and vitally touch children's live. The program's thrust is towards enhancing the paraprofessionals' understanding of their role and function, increasing their knowledge of child growth and development, and developing the accommodative skills and expertise to implement this understanding and knowledge within the framework of school community. This is an experiential-learning, performance and reality-based program.

SPECIFIC OBJECTIVES:

* Examine the responsibilities of the paraprofessional in the school, the classroom and in the community, within the framework of district guidelines.
* Identify principle concepts in the psychology of learning, child development, personality, socialization, and dynamics of behavior.
* Improve their skills in interpersonal and intergroup communication.
* Improve their ability to work with individuals and groups in planning, problem solving and decision making.

* To improve their understanding of multicultural variables.

* To develop positive working relationships in the school community.

* To develop accommodative knowledge and understanding in implementation of basic skills.

* To provide a base for continuing teacher-paraprofessional inservice programs.

FOCUS:

* Modeling method in training.
* Hands-on information and materials related to immediate classroom application and use.
* Involve district, school administration, teachers, supportive staff, and parents in training.
* Provide continuing input for program adjustment.

PROGRAM TAILORING:

* Training on site.
* Assessment of total school in training content.
* Special emphasis on school population.
* Adapting training and trainers to school site needs and trainee needs.
* Training related to grade levels.
* Use of on site materials and curricula.

CORE CURRICULUM:

1. Role Clarification - Communication
2. Child Growth and Development
3. Multicultural Studies
4. Basic Skills - Reading and Math
5. Classroom Management

CONTENT OF CORE CURRICULUM:

Role Clarification examines the responsibilities of the paraprofessional in the school, the classroom and in the framework of district guidelines.

Communication focuses on improving interpersonal and intergroup communication skills and techniques.

Child Growth and Development provides the developmental patterns of the child's physical and mental growth in the learning process, K-12. This is then related to the acquisition of specific skills a child needs at each grade level. Classroom approaches and techniques are explored to improve physical and learning developmental skills.

Multicultural Studies builds the understanding of language, cultural values and promotes respect for cultural diversity within the school community. Special emphasis is on indigenous school population and related to trainees working with a culturally diverse population.

Basic Skills, reading and math is geared to specific grade levels, texts and school materials which are integrated into the training. Basic Skills content is emphasized and developmental phases are explored related to classroom approaches and strategies. Based on this theme, creative hands-on materials are developed and field tested with peers.

Classroom Management is designed to assist the trainee in learning accommodative techniques by designing and managing individual and small group instruction in ways which successfully meet the defined learning needs of the student. Basic Skills Lab approaches are used, as well as accommodative factors of learning style, learning content, learning rate and learning environment. Various types of media and school equipment is used in teaching strategies. A teacher-child management system are also devised.

PARA EDUCATOR PROGRAM DESIGN

I.

A. To provide pre-service and inservice teacher aide education and training to persons employed in the public schools and community persons for immediate classroom application and to increase the use of paraprofessionals in a variety of responsibilities to function as part of the educational team.

B. To provide a more comprehensive training structure of systematic development for possible district increment plan and/or degree potential through academic advancement.

II.

Relationships of Institutions

A. School Districts

1. To identify a pilot school as a training site.
2. Identify paraprofessional and community people to participate.
3. Assist in establishing an incentive policy for participants.
4. Establish linkage with district, community college and the University of Southern California in relationship to training.

B. University of Southern California

1. Provide on site expertise and personnel for in-service training adapted to particular site needs.
2. Responsible for over all program design and implementation of field training.
3. Provide assistance in establishing academic credit through the University and the community college for each participant.
4. Assist in establishing a consortium with the district, community college and the University.

C. Community College

1. Assist in designing and adapting a continuum of on site field related sequence of training for academic credit leading to an A.A. degree.
2. Assist in providing classes on site for continuing education that arise from the needs of the field training.

III.

Financial Support Systems

A. District-school financing for training through existing federal and state funding sources.

B. Coordination of student financial aid at the University.

C. Developing through the University related support systems involving federal, state and other financial potential.

TRAINING TEAM

When implementing a training design viewed as a process, selection and function of the training team is of paramount importance. A coordinator role is necessary to maintain program direction and provide continuity. This role entails preparing a receptive environment for training and to generally establish a collaborative training effort, for the school, district and institutions. This includes the gathering of preliminary background data for program tailoring, opening lines of communication within the school for flow of information, providing trainee field trip experiences, class observations during training, needs assessment for continuing site inservice as a result of training, program evaluation, and post training followups. The coordinator is the link between trainee and trainer, teacher and paraprofessional, school and training program.

Each of the trainers must have the qualities of sincerity, realness and absence of a facade, one who has confidence in the capacity of the human organism, thus he/she is a real person in relationships with trainees. The trainer makes himself/herself and his/her special knowledge and experience clearly available to the trainees and provides trainees contact with real problems.

Each must have expertise in his/her areas of the core curriculum, as well as, practical knowledge and experience in

the present day diverse educational environment. Additional qualifications are communication skills, flexibility, and the ability to adapt information and materials to varying audiences.

The trainers should also represent a multicultural group, realizing that we live, and schools do exist in this environment.

This particular team not only included trainers, but had curriculum advisor who translated training into written script and assisted in developing course content which provided credit from community colleges for the training.

PARA EDUCATOR TRAINING PROCEDURES

I. Pre-training Procedures

A. District

1. Presentation of program

2. Selection of school

3. Board approval

4. Contractual arrangements between the University and school district

5. Incentive System

a.) U.S.C. Continuing Education certificates
b.) Credit through community college
c.) Other such as: District tests, career ladder, employment
d.) Babysitting, transportation, i.e.

B. School Administration

1. Paraprofessional training needs of school
2. Ethnic distribution
3. Provide:
   a.) Facility (room)
   b.) Review of materials and media equipment for incorporation into program
   c.) Provide school compensatory education plan and district guidelines for paraprofessionals
   d.) School procedures for reporting during training
   e.) Time line - starting and completion dates - days or day per week for:

a.) 1-8 hour class/week
b.) 2-4 hour classes/week

   f.) Use of school resources and resource personnel for training
   g.) Responsibility of teacher-aide collaborative participation

C. School Staff

1. Presentation
2. Overview of training program
3. Assessment and priorities
4. Responsibilities of teacher - p/p team
5. Time line for teacher - p/p pre-teaming

D. Training Strategies

- Designed to meet a diversity of needs
- Multicultural and language awareness
- Modeling
- Diversity of presentation
- Individualized
- Group interaction
- Use of group as resource persons
- Affective
- Cognitive
- Use of community resources
- On-going coordination
- Class visitation & follow-ups
- Constant feedback between training groups and school staff
- Needs assessment for post inservice sessions
- Incentive system

E. Follow-up

1. Technical assistance and maintenance of effort
2. Assessment of program impact

PRELIMINARY PLANNING

To implement a successful quality training program with long range goals and provide all participants with the maximum of service and accommodation, many factors had to be considered in planning.

The training program is offered on site to accommodate each individual school and addresses itself to the school as it exists in an attempt to design an "all win program" for all participants, with ownership invested in that school. District, administrators, teachers, trainees are all contributors for initial input, implementation and followup.

Pre-assessment deals with posing questions about the schools' environment leading to program tailoring with the total school staff: administration, teachers, resource personnel, paraprofessional/community volunteers, parent, i.e. As assessment can be accomplished in a variety of ways, interview technique was selected as the method to gather information related to group and individual needs.

Special emphasis is given to school population. What types of child is this school educating? What kinds of special programs exist in this environment to meet his/her needs? How can the training interface with the diversity of the school population and its programming?

What is the makeup of the trainee group? Where is their base line of information? If the group comprises mostly volunteers, training focus in different then with an employed group of paraprofessionals. Regarding communication in the training process, is facility in another language an issue?

What types of materials and texts are in use at the school? What types of approaches are being used to teach reading and math? Is bilingual education a factor, or E.S.L.?

The answers to these questions in pre-assessment procedures provide a picture of the school. This information along with the needs expressed by staff and trainees is then overlayed on the program's core content to adapt training and trainers to the school site reality. (I & II PILOT SCHOOLS).

Another accommodative factor in preliminary planning is establishment of a multiple incentive policy for trainees. What needs to happen to allow community persons the opportunity for training and that their participation is valued? The training program, itself, is designed to interface with community college requirements for three units of credit, but other considerations at the school level need to be met for trainees, such as, providing babysitting, and possibly transportation depending on group needs.

Training as a Strategy

This training program, designed for five weeks, is a sequenced presentation of concepts and a designed continuity

leading to paraprofessional and community volunteers in the classroom becoming more effective and knowledgeable about their students, teacher relationships, their role, basic skill development, material and human resources use, the school functions, and generally, a more integrated and accepted valuable role in the school process, especially with the community.

To bridge the gap between the community and the school the training program focuses on paraprofessional, working at the individual school site employed by the district and school community volunteers. It is designed for those in the community school who provide a diversity of services which intimately and vitally touch children's lives. Training seems to be a comfortable, understandable vehicle for opening lines of communication among the professional and non-professional and to begin the process of interacting, relating and building on strengths within the educational process.

The program's thrust is towards enhancing the paraprofessionals' knowledge of child growth and development, and developing the skills and expertise to implement this understanding and knowledge within the framework of school-community. It is an experiential learning, performance and reality-based program. From the specific objectives, the core content was developed, the five strands, a base of knowledge needed to work effectively with all children.

This training base allows the local sites to followup with continuing relevant on-going inservice after termination of training period and provides a flexible model to be used for new groups of personnel as they emerge.

TRAINING

The training is based on viewing the role in a professional capacity... the Para Educator. The medical professional in creation of the para-medic give credibility and visibility to this concept, and that it can be accomplished through training. It would then follow that the trained para educator would be a more valued knowledgeable participant in the schooling process. In formulating this concept of para educator, the training was designed so that it would eventually lead to the professionalization of this role in education.

The program provides a training base with specific objectives outlined and detailed in trainer scripts. The materials, developed for training, supplement the core curriculum and are designed to be flexible and adaptable and that they will continue to grow and change as new groups and individual contributions are made through training. Picture the training process as a series of transparencies, the first being the school and staff needs, then the attitudes and experiental elements of training staff and trainees, overlayed on the core content which has been tailored to school needs, and then finally overlay the dynamics of the actual training itself and its relationship to future inservice.

The underlying theme that runs through the training is that each participating member trainee and professional staff is a valued contributor, with unique qualities and resources.

The training team concentrating on this accommodative process creates a facilitative climate, and provides resources designated by core content and adapts the material to individual and group needs. Each individual, from the material shared by trainer and trainee through group process, begins to get a better understanding and a acceptance of self and his/her relationships and values related to others. An exciting kind of personal, and intellectual learning occurs and change comes about.

The 40 hour training period has a growth promoting climate having a certain attitude and experiental elements to enhance personal development. These particular factors are not a result of technical knowledge or ideological sophistication, they are personal human qualities, related to what a person experiences, not something he knows.

What are the physical characteristics of the para educator training program? Paraprofessionals, working at individual school sites employed by the district, and community volunteers are provided with 40 hours of classwork and 50 hours of field application. The 40 hours of classwork comprises the core content, the five sequenced strands divided into 8 hour blocks. Each trainer, with expertise in that particular area, has his/her classroom core block of 8 hours and has a script and materials designed for that strand implementation. The coordinator present at all training sessions, insures the

continuity and focus of all five core areas.

In order to establish group cohesiveness, continuity and assure group interaction, the training is designed for 5 weeks with no less than 4 hour blocks of time. One 8 hour class per week or two consecutive 4 hour classes per week, this time block option is left to the school's discretion.

The trainee group should simulate a classroom population in size for trainer modeling is designed in the process. In this manner the paraprofessional has the opportunity to experience a variety of teaching techniques which are immediately transferrable to the classroom.

School materials such as, texts and games, as well as, school approaches to teaching content are included in strands. The on site resources personnel share and participate in implementing training.

The responsibility of supervising teacher and the paraprofessional in training is established and an agreement is reached for collaborative participation. The paraprofessional shares and implements training experience in the classroom setting and the supervising teacher accepts the role of assisting in the planning and guidance, the beginning development of a partnership in meeting the needs of students.

During the program the coordinator is on site for training periods and an additional day to visit classrooms and to assist

trainees and supervisory personnel in implementing training and to receive input for training adjustment and emphasis.

Field trips for trainee familiarization of community resources are also part of the program as well as orientation and training in use of school equipment and machines.

At completion of training a needs assessment is formulated for on-going inservice needs based on further information needed by trainees in execution of their role.

The program provides a followup of 2 month after training to provide technical assistance and maintenance of effort and for assessment of program impact.

PARA EDUCATOR PROGRAM PILOT SCHOOLS

VALENCIA PARK ELEMENTARY SCHOOL

FULLERTON ELEMENTARY SCHOOL DISTRICT

MAGNOLIA AVENUE ELEMENTARY SCHOOL

LOS ANGELES CITY SCHOOLS

(AREA "F")

VALENCIA PARK ELEMENTARY SCHOOL

3441 VALENCIA DRIVE

FULLERTON, CALIFORNIA 92633

2/4/76 - 3/4/76

INSTRUCTIONAL AIDE TRAINING AND

PROGRAM SCHEDULE

Valencia Park Elementary School
Multipurpose Room
1:00 p.m. - 4:00 p.m.
Wednesday & Thursday
Starting Wednesday February 4, 1976
5 Weeks
Babysitting is Provided

Wed. Feb. 4:	The Role of Instructional Aides
Thurs. Feb. 5:	Communication
Tues. Feb. 10:	Multicultural Awareness
Tues. Feb. 10:	Bilingual Education (languaging)
Wed. Feb. 11:	Multicultural Awareness
Wed. Feb. 18:	Child Growth & Development
Thurs. Feb. 19:	Child Growth & Development
Wed. Feb. 25:	Basic Skills - Reading
Thurs. Feb. 26:	Basic Skills - Math
Wed. March 3:	Classroom Management
Thurs. March 4:	Classroom Management

Elsa will be at school Wednesday & Thursday and also every Tuesday for input from school staff and community regarding the program.

Pick a day for a visit to Media Center (Nicholas Jr. High) (1 hour).

Learn to use the:

Laminator
Ditto
Thermomax

Bring any materials you want to prepare and meet Elsa in front of the Multipurpose room.

February 17: 10:00 - 11:00 a.m.
March 2: 1:00 - 2:00 p.m.

VALENCIA PARK ELEMENTARY SCHOOL
FULLERTON ELEMENTARY SCHOOL DISTRICT

I. Para Educator Training Information

A. Incentive System

1. U.S.C. Para Educator certificates through Continuing Education Department.

2. Three units of credit from Cypress Junior College.

3. Babysitting provided.

4. Opportunity for employment within schools as positions open.

B. School Description - K-6

1. School size - 700 population

2. Location - suburban

3. Type of population area - small city

4. Compensatory education funding
Title I
ECE

5. Ethnicity
76% White
24% Mexican-American
Black
Asian
Other

6. Elementary, K-6

C. Needs Assessment

1. Administration and resource teachers

2. Teachers

3. Instructional aides

4. Volunteers

D. Training Group

1. 6 - Instructional aides
19 - Community volunteers

2. Ethnicity
4 - Mexican-American
20 - White
1 - Vietnamese

3. Age group - 21-55 years of age

4. Education-majority high school graduates, 6 in community colleges

5. School work experience - 6 employed as instructional aides - 3 had volunteered at different times

VALENCIA PARK ELEMENTARY SCHOOL
BACKGROUND INFORMATION ON TRAINING GROUP
FEBRUARY, 1976

Would like to be a teachers aide at this school, because I have my girls at this school, also would like to be a volunteer.

Would like to be a teachers aide at this school, I don't drive so this school would be convenient for me.

I am a volunteer in the Library on Wednesday at 9:00 a.m. to 2:00 p.m., I also have a daughter in the 2nd grade.

Would like to be very helpful as a teacher aide, also it would help me financially.

I am presently a volunteer but I would like to become a teachers aide.

I am employed at the L.A. Sheriff's Department as a secretary, am interested in becoming an aide.

I am an instructional aide for Room 13 from 9:00 till 12:00, and I am a grandmother, and it keeps my brain working.

Instructional aide for Rooms 10 and 12.

Instructional aides for Rooms 3 and 4 also- Media Center and Library during lunch recess.

I am bilingual teachers aide for Room 1 in kindergarten.

I am not an aide at this time, but I have one year experience as an aide in a kindergarten class. Would like very much to become a volunteer once more. Having the opportunity to earn a certificate and become a paid aide is great.

Have no aide position now but would like one.

I an a den mother and teach sunday school, I would like to be a teachers aide.

Do volunteer work and hopefully become a Para-Educator.

I am a housewife and mother and I hope to become a Para-Educator.

VALENCIA PARK ELEMENTARY SCHOOL

STAFF NEEDS ASSESSMENT

1-12-76

I would like to know how to type, use the ditto machines and laminate. I would like to know about child development, what to expect of a child in a certain level, feel confident in these skills to know about classroom management and I'd like to have an overview of math and reading skills K-6.

Feel confident in these skills to have some foresight about what can be done ahead of time and confidence to communicate with teacher and her ideas - Although this has to do with teacher too.

Type and operate business machines, speak phonetically correct english (for 1st grade reading).

To work independently, handle discipline.

Learn how to run the machines i.e. Ditto, laminator.

I would like to work with young children, learn how to use business machines and some music, art, and p.e. skills.

Anticipate teacher needs, be able to control small groups.

Assist the children in their questions (language and comprehension skills), business machines (how to operate), help for tutorial or remedial work (those absent or needing S.R.A. etc), and set up worksheets in math.

How to know when a child is procrastinating, spend a little time at home studying and prepairing, Learn the picture clues for phonics by taking home the materials I prepare for an aide - (Not "drag along" with the kids!)

Know how to say all the English sounds and read them independent of other sounds, translate notes into Spanish (Bi-lingual)

Help with children who have limited English skills (I have a Spanish aide, help conference parent, list and work with remedial prereading and math skills.

VALENCIA STAFF

IS

INVITED

TO

A WORKSHOP IN LANGUAGING

Through the University of
Southern California

On differences and similarities in English language learning;

Cognitive learning and contrasts of Spanish and English;

Developing reading skills in monolingual and bilingual children;

Examination of materials and teaching strategies for working with children of limited English-speaking ability.

TUESDAY FEBRUARY 10, 1976

READING LAB

3:00 - 4:00

Thank you for your interest

Elsa Brizzi,
Para-Educator Coordinator

35

I really enjoyed the class, and I learned how to work better with children.

I think this type of class is a very good thing to have. I really enjoyed it. The only suggestions I have is that the section on Bilingual Education should be changed. I didn't get a lot out of it the way it was presented.

More time needed on Math and Reading Skills. Enjoyed Child Growth and Development and Classroom Management. Fee I learned new ways to approach my children on punishment and with just general learning.

A very good opportunity to learn more. Thank you

The course should be extended to include more extensive information regarding discipline and skills for the classroom. Perhaps less need for creative factors. Have gained a great deal from this course and it has stimulated many thought areas regarding classroom aiding.

I have learned how to deal with children in certain situations. I have learned the importance of individualism in children. I have learned how to work with other teachers.

More on Problem Solving, more on Reading and Math, less on Bilingual Education.

I enjoyed the class. I learned many new things about Classroom Management, punishment, about people. I truly enjoy working with children and hope to work into a paid instructional aide.

I've learned that children have feelings, should communicate with others, including teachers. To speak up when they have problems. More about discipline.

I have learned to be much more tolerant of my own habits and of all children's habits. I have grown to have more patience with all things that don't always happen the way I'd like. I have become more interested in becoming a professional. In handling problems in small groups, it has become easier to me and learning to control myself have become most important to me.

I've never worked with children in a classroom. With these class sessions I have learned so much about the children and teacher in the classroom. I didn't realize there was so much to know in teaching children. I would like to know more on how to make school more interesting for my 10 year old. He always says he hates school especially math. I try to put it across that math can be fun and its very important in any walk of life. I enjoyed these sessions very much.

MAGNOLIA AVENUE ELEMENTARY SCHOOL

1626 ORCHARD AVENUE

LOS ANGELES, CALIFORNIA 90006

3/10/76 - 4/8/76

INSTRUCTIONAL AIDE TRAINING AND

PROGRAM SCHEDULE

Magnolia Elementary School
12:00 - 4:00
Wednesday & Thursday
Starting Wednesday March 10, 1976
5 Weeks

Wed. March 10:	The Role of Instructional Aides
Thurs. March 11:	Communication
Wed. March 17:	Multicultural Awareness
Thurs. March 18:	Bilingual Education (languaging)
Wed. March 24:	Child Growth and Development
Thurs. March 25:	Child Growth and Development
Wed. March 31:	Basic Skills - Reading
Thurs. April 1:	Basic Skills - Math
Wed. April 7:	Classroom Management
Thurs. April 8:	Classroom Management

Elsa will be at school Wednesday & Thursday and also every Tuesday for input from school staff and community regarding the program.

One Tuesday we'll use to visit the district Media Center. (1 hour).

Learn to use:

Laminator
Ditto
Thermomax

Bring any materials you want to prepare. We'll decide times and dates in class.

MAGNOLIA AVENUE SCHOOL
LOS ANGELES CITY SCHOOL

I. Para Educator Training Information

A. Incentive System

1. U.S.C. Para Educator certificates through Continuing Education Department
2. Three units of credit from Los Angeles City Community College
3. Three hour instructional aides were paid for training through compensatory education funds

B. School Description

1. School size - 1700 population
2. Location - urban (inner city)
3. Type of Population - metropolis
4. Funding
   Title I
   ECE
   Bilingual
5. Ethnicity
   90% Spanish surname
   10% White, Black Asian, other
6. Elementary, K-6
7. Bilingual Classes
8. ESL components

C. Needs Assessment

1. Administration and resource personnel
2. Teachers
3. Education aides

D. Training Group

1. 25-3 hour education aides III
   1 - community volunteer
2. Ethnicity 2/3's of group bilingual Spanish-English representing Latin American countries and Mexico. 1/3 representing a mixture of culture
3. 25-women
   1-man
4. Age group - approximately 18-55 years of age
5. Education - ranges from high school graduates through college
6. School work experience - beginning to 4 years experience

MAGNOLIA SCHOOL

TEACHER NEEDS ASSESSMENT

PARA-EDUCATOR TRAINING

3-1-76

Basic Skills

Writing - Cursive - Manuscript

Curriculum at grade level

Positive Reinforcement

Math - Metric

Math terms Spanish - English

Bulletin Board

Vowel Sounds (vowel rules)

Spanish - English

E.S.L. - Basics

1st grade word games

Professionalism - sign in procedures for absentism

Time block for observing

Discipline tricks

Non-verbal communication

NEEDS ASSESSMENT

MAGNOLIA SCHOOL

INSTRUCTIONAL AIDES

PARA - EDUCATOR TRAINING

3/10 - 4/8

BASIC SKILLS READING - MATH

MATH (8)

READING (6)

HOW CHILDREN GROW & LEARN

DISCIPLINE (7)

MANAGEMENT

MOTIVATION (3)

BUSING CHILDREN

LEARN HOW TO RUN PROJECTORS

LEARN ALL TRAINING STRANDS (3)

MORE CLEAR DEFINITIONS OF TERMS USED BY TEACHERS

EDUCATION AIDE III
EDUCATION AIDE III (RESTRICTED)

DEFINITION

Assists a teacher or other certificated employee in conducting instructional activities, providing pupil services, controlling behavior, and communicating with parents, and performs related manual and clerical tasks.

TYPICAL DUTIES

Assists a teacher or other certificated employee by performing paraprofessional duties such as:

Reading to pupils, drilling them in materials presented by a teacher to maintain or improve learning skills, assisting pupils in library activities, correcting work papers and scoring tests, and supervising a group while the teacher is busy elsewhere in the classroom.
Collecting and distributing materials; monitoring classes during tests; helping to set up or arrange furniture, audio-visual, and other equipment; and storing or disposing of materials.
Monitoring or checking assigned areas to assist in enforcing safety and disciplinary rules.
Making home contacts or visits to review school or center programs with parents or community groups, to assist in establishing or maintaining favorable relationships, to resolve problems related to attendance or behavior, and to encourage parental involvement.
Posting information on records, filing materials, storing supplies, running errands, operating simple office equipment, and performing other miscellaneous duties.
Preparing instructional, display, and work materials.
May accompany pupils on bus trips.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Education Aide III works in a school or Children's Center under the immediate supervision of a teacher or other certificated employee. Assigned duties involve assisting in instructional activities with direct contact with pupils. An Education Aide III (Restricted) performs similar duties and is employed in accordance with Education Code Section 13581.2 or 13581.5.

An Education Aide III (Spanish Speaking) performs similar duties in a position which requires fluency in Spanish.

An Education Aide II performs a variety of routine manual tasks, assists in home-school communications, and performs simple, pupil-related clerical work, but does not assist in presenting educational material or reinforcing learning.

MULTICULTURAL & LANGUAGE

TAILORING

MULTICULTURAL UNIT

Magnolia Avenue Elementary School

Phase I.

Group exploration of factors dealing with formation of cultural values.

Use of multicultural in curriculum.

Use of school - class as a multicultural resource.

Group Planning - multicultural presentations dealing with:

a. individual

b. family

c. the community

Phase II.

Oral language rationale in first and second language acquisition.

Oral language development.

Uses of oral language for facilitating transition.

Presentation and development of oral language materials and resources.

The first and second language acquisition and its relationship to reading, English-Spanish.

MULTICULTURAL REPRESENTATION OF
MAGNOLIA TRAINING GROUP

Countries

Philippines

Honduras

Puerto Rico

Mexico

Korea

Costa Rica

Nicaraqua

El Salvador

United States

Arizona

California

Arkansas

One Day Field Trip

- To stores in community dealing with teaching and bilingual materials.
- Visit to districts' multicultural material center.

PARA EDUCATOR TRAINEE EVALUATION

MAGNOLIA AVENUE SCHOOL

4-8-76

I sincerely feel that I have learned how to improve myself so that I may serve others better, therefore, I am able to do a better job of helping others in reading, math, discipline, knowing themselves and I also got to know my co-workers better. I would like to know more about the new math.

I think this class have been wonderful. The teachers who have come to bring us this fine message are great and our teacher is a wonderful one. We have learned a lot and is surprisingly the way we have learned to work with children. This has been a great experience.

I really enjoyed the classes, I think many of my problems will be easier to solve, the most interesting things was to learn why children behave in some ways and how we can handle them.

Substantial stuff, instruction wise. Should have been better with more responsive students. Great course objectives, but don't know if application is possible - feasible in our classroom.

I like the class very much. And hope we will continue having more. It has helped me in speaking up in saying what I feel, and in expressing myself more.

I enjoyed the class very much, I like the classroom management presentation the most. I could relate with the class what she said.

About the class, I'm satisfied, I have learned alot of things that I should know; the teachers are very understanding and they did a good job.

I like my teacher, and all the children, and I like to work with all of them.

I enjoyed the classes.

More practical - less theoretical.

MAGNOLIA SCHOOL

ON-GOING GROUP NEEDS ASSESSMENT

FOR CONTINUING PARA EDUCATOR WORKSHOPS

1. Visits or guests from museums and libraries in the area
2. E.S.L. need more help
3. How about some Spanish classes
4. E.S.L. need more help
5. More E.S.L. materials and ideas
6. How about a session with the teacher we're working with
7. E.S.L. need more help
8. These same kind of classes for teachers and aides, these great ideas won't work if the teacher doesn't do the same.
9. Ideas and more help for E.S.L.

PROPOSED CLASSES AT MAGNOLIA

All who are interested in taking classes during the summer or on weekends for a degree 3-9 units in Human Services from L.A.C.C. here at Magnolia, please sign up. I need to give it to Elsa to present to the principal.

EVALUATION

Carol L. Short

University of Southern California

Principal Investigator

The Theoretical Model for the Meaning of Words Inventory

C.L. Short, Ed.D.

A theoretical model and findings reported in professional literature relating to specific areas of teaching for para educator education documenting and supporting the selection of the concepts composing the Short Meaning of Words Inventory used in this investigation is herein presented.

1.00 Communication-Interaction

1.10 Students. Crosbie (1974) identified the ability to relate to and maintain rapport with students as crucial to the success of a teacher aide. Carter (1970) cited the importance of positive relationships between aides and students which broaden the bases of opportunity for personal acceptance and provide new avenues of involvement for students.

1.20 Teacher. Augenstein and Tennis (1971) reported the beneficial effects of concentrated placement of student teachers. Their research indicated that the placement of groups of student teachers within a school facilitated communication. Crosbie (1974) selected the ability to relate to teachers as a basic qualification for teacher aides.

1.30 Principal. It was found that on-site, field centered programs of teacher education were correlated with higher ratings of principals (Short, 1976).

2.00 Mexican Culture

2.10 Spanish Speaking. The Mexican-American Education Research Project (Taylor, 1970) recommended the use of indigenous Spanish-speaking personnel as teacher-aides to enhance teacher effectiveness. The need to capitalize on and develop further the Mexican-American student's talent in using the Spanish language was emphasized. Carter (1970) presented the benefits to be gained when an aide can speak the language of students who are not native speakers of English and can exemplify some of the culture represented in that language as obvious for the bilingual teacher aide who can communicate with students in ways that are not available to teachers who are not members of that sub-culture.

2.20 Culture in Teaching. Numerous authors (Ceja, 1973; Drake, 1976; Engle, 1975; Nava & Sancho, 1975) have stressed the importance of culture in teaching. The Mexican-American Research Project (Taylor, 1970) identified insufficient understanding of the differences in cultural attitudes and psychological conditions of Mexican-American children as being a major causal factor in the relative isolation of these students.

3.00 Implementing Instruction

3.1.0 Listening Skills. Metfessel (Metfessel & Song, 1970), with research involving more than three thousand

children, clearly demonstrated the importance of listening skills to the success of economically disadvantaged children. Lundgren and Shabelson (1974) stressed the importance of listening skills for teachers.

3.2.0 Math Games. Broussard (1971) identified math games as important variables in an individualized approach to improve mathematic achievement of inner-city children. Carl (1975) emphasized the importance of games in all areas as activities for paraprofessionals.

3.3.0 Rewards. The importance of immediate reinforcement by both teachers and teacher-aides for both affective and cognitive behavior has been repeatedly cited (Da Silva & Lucas, 1974; Harrison, 1967; Musgrove, 1974; Sivick & Harbour, 1975).

3.4.0 Planning Lessons. Helping the student teacher plan successfully was identified by Kuehl (1973) as a critical behavior task of the effective supervising teacher. De Young (1975) reported that the effective supervising teacher provided guidance in planning instruction.

3.5.0 Punishment. Punishment as defined in the paraprofessional program, the absence of reward, was cited in the studies in section 3.3.0.

3.6.0 Machines used in Teaching. Beach (1973) in a review of publications listing tasks to be performed by

teacher aides identified audio-visual assistance and the utilization of media as a frequent assignment of paraprofessionals.

3.7.0 Small Group Instruction. Tretton (1973) hypothesized that the greatest degree of contribution to direct instruction by the paraprofessional will most likely be found in small group situations. Cornejo (1973) insisted that aides must use small group instruction when working with Mexican-American students.

3.8.0 Small Group Discussion. Small group discussion was identified as a critical factor in the individualization of instruction (Metfessel, 1974).

3.9.0 Classrooms. Several studies (Colella, 1974; Daunt, 1972; Zupp, 1973) have established that more uncritical positive attitudes towards the classroom and teaching are to be found in graduates of experimental programs featuring constant emphasis on discussion, activity and feedback.

3.1.1 Reading Games. The direction of reading games was one of the most frequently cited activities of classroom aides (Beach, 1973; Harrison, 1967; Ward, 1975). Burt (1976) concluded that a variety of reading approaches which included reading games produced significant positive change in reading scores.

3.1.2 Individualized Teaching. Broussard (1971) demonstrated that culturally different children scored higher when they had benefit of programs of individualized instruction. Cornejo (1973) called individualized instruction a necessity for the Mexican-American child.

3.1.3 Following Directions. Carl (1975) cited the importance of following directions. He stated aides must "keep pupils on task" (p. 28). Da Silva and Lucas (1974) noted the importance of following directions for maintaining classroom routine.

4.00 Teach-Aide Self

4.1.0 Sharing Information. The beneficial effects of concentrated placement of student teachers on the sharing of information was reported by Augenstein and Tennis (1971) and Short (1976).

4.2.0 Developing Personal Skills. Krafft (1967) found interpersonal training that was aimed directly at the kinds of interpersonal skills to be used in subsequent teaching developed personal skills. It was demonstrated by Olszewski (1975) that paraprofessional training in the development of personal skills was a significant factor in attitudinal change.

4.3.0 Looking at Self. Self-directed goals and self evaluation or looking at self were integral components of

education programs as reported by Busby et al. (1974), Krajewski and Cate (1974), and Zupp (1973).

4.4.0 Solving Problems. Laine (1975) called for all teaching groups, teachers, aides and parents to develop problem solving skills through creative exploration of alernatives. The need for the paraprofessional to develop problem solving skills or the "self as helper" concept was cited by Carl (1975) and Olszewski (1975).

4.5.0 My Professional Growth. Paraprofessional and teachers education were correlated with the concept of personal professional growth by Metfessel (1974) and Olszewski (1975).

Interpretative Guide For The Meaning of Words Inventory (Dr. Carole Short)

According to Osgood, Tannebaum and Suci in their classic work, THE MEASUREMENT OF MEANING (1957) positive attitudes of individuals are generally indicated when a given concept, idea or statement is conceived of as being:

(1) fair rather than unfair
(2) Strong rather than weak
(3) pleasant rather than unpleasant
(4) active rather than passive
(5) large rather than small
(6) sharp rather than dull
(7) sweet rather than sour
(8) heavy rather than light
(9) fast rather than slow

The basic purpose of the evaluation was to determine whether overall positive attitudes existed at both pre and post testing periods. For example, for the first critical variable, i.e., the paraprofessionals attitudes towards STUDENTS (page 1 of the Meaning of Words Inventory) a positive attitude of "fair" rather than "unfair" was indicated if the paraprofessional marked 3, 2 or 1 on the "fair" (left side) of the "fair" - "unfair" bipolar continuum.

Neutrality would be indicated by a mark of 0. An unfavorable attitude would be indicated by a mark of 1, 2, or 3 to the "unfair" (right side) of the bipolar continuum. As may be observed, for computor and scoring organization, a completely left "fair" (number 3) was converted to 7.00 while a completely "unfair" on the right hand side (also number 3) was converted to a value of 1.00. Thus it follows neutrality (0) would receive a value of 4.00. The scores of 5.84 (pre-test) and 5.73 (post-test) are on the "fair" side of the continuum and are consequently reflective of positive attitudes during both testing periods. This was the major concern of the evaluators, the general nature of the attitude structure.

To avoid "response sets" (marking habits of subjects which affect both the validity and reliability of instruments) the bipolar adjectives were alternated with "fair" being on the left one time for the top concept on the page and on the right for the bottom concept on the page. Position was also changed with "fair" - "unfair" being listed first for the top concept and "unfair"- "fair" being listed seventh for the bottom concept.

THE IMPORTANT THING IS SIMPLY THAT A POSITIVE ATTITUDE MUST BE ABOVE 4.00.

For those wishing a more finite interpretation of the

data directionality is found on the right hand side indicated by a "+" or "-" and statistical significance at the .05 "level of confidence" by an asterisk (*).

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____ IDENTIFICATION NUMBER

USC

SHORT

08963

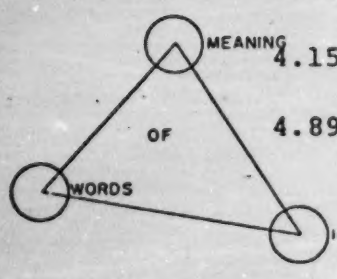
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

SYMBOL FOR PRETEST: 0 — THEORETICAL TAXONOMY #: 1.10 — STUDENTS — SYMBOL FOR POST TEST: X

5.84	FAIR	3	2 0X	1	0	1	2	5.73	3	UNFAIR	−
5.57	WEAK	3	2	1	0	1 X 0	2	5.26	3	STRONG	−
6.15	UNPLEASANT	3	2	1	0	1 X	2	05.57	3	PLEASANT	−
5.68	ACTIVE	3	2 0 X	1	0	1	2	5.31	3	PASSIVE	−
4.42	LARGE	3	2 X0	1	0	1	2	4.52	3	SMALL	+
5.63	DULL	3	2	1	0	1 X 0	2	5.36	3	SHARP	−
5.21	SWEET	3	2 X0	1	0	1	2	5.31	3	SOUR	+
4.15	LIGHT	3	2	1	0 X0	1	2	4.05	3	HEAVY	−
4.89	FAST	3	2 X	1 0	0	1	2	5.21	3	SLOW	+



4.50

MY PROFESSIONAL GROWTH

5.15	SOUR	3	2	1	0	1 0	X 2	5.73	3	SWEET	+*
4.42	HEAVY	3	2	1 X0	0	1	2	4.52	3	LIGHT	+
4.47	SLOW	3	2	1	0 0	1 X	2	5.15	3	FAST	+*
5.73	PLEASANT	3	2 X0	1	0	1	2	5.84	3	UNPLEASANT	+
4.84	SMALL	3	2	1	0	0 1 X	2	5.10	3	LARGE	+
5.15	SHARP	3	2 X 0	1	0	1	2	5.78	3	DULL	+*
5.57	UNFAIR	3	2	1	0	1 X	2	5.57	3	FAIR	0
5.42	STRONG	3	2 X 0	1	0	1	2	5.68	3	WEAK	+
5.73	PASSIVE	3	2	1	0	1 X 0	2	5.42	3	ACTIVE	−

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

CODE NUMBER

PUPIL NUMBER

08979

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 1.30 PRINCIPAL POST TEST: X

6.33	FAIR	3	0X	2	1	0	1	2	6.29	3	UNFAIR –
6.00	WEAK	3		2	1	0	1	2	6.00	3	STRONG 0
6.16	UNPLEASANT	3		2	1	0	X 1 0	2	5.89	3	PLEASANT –
6.16	ACTIVE	3	0	2 X	1	0	1	2	5.89	3	PASSIVE –
5.11	LARGE	3		2	0 1 X	0	1	2	4.63	3	SMALL –
5.94	DULL	3		2	1	0	1 X 0	2	5.68	3	SHARP –
5.77	SWEET	3		20 X	1	0	1	2	5.68	3	SOUR –
4.11	LIGHT	3		2	1	00	1X	2	5.47	3	HEAVY +*
4.61	FAST	3		2 0 X	1	0	1	2	5.31	3	SLOW –

MEANING OF WORDS INVENTORY

3.10 LISTENING SKILLS

5.66	SOUR	3		2	1	0	1 X0	2	5.63	3	SWEET –
5.16	HEAVY	3		2	0 1 X	0	1	2	4.78	3	LIGHT –
4.94	SLOW	3		2	1	0	0 1 X	2	5.15	3	FAST
6.33	PLEASANT	3	0	2 X	1	0	1	2	5.52	3	UNPLEASANT –
4.83	SMALL	3		2	1	0	0 1 X	2	5.68	3	LARGE +*
5.55	SHARP	3	X	2 0	1	0	1	2	6.15	3	DULL +*
5.72	UNFAIR	3		2	1	0	1 X0	2	5.63	3	FAIR –
5.94	STRONG	3	X	2 0	1	0	1	2	6.15	3	WEAK +
6.05	PASSIVE	3		2	1	0	1 X	2	05.94	3	ACTIVE –

28MH91296

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

PUPIL NUMBER

08987

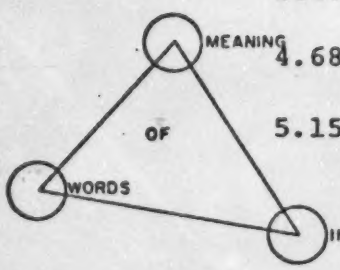
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 — # 2.20 — **CULTURE IN TEACHING** — POST TEST: X

6.15	FAIR	3	X0	2	1	0	1	2	6.21	3	UNFAIR +
5.94	WEAK	3	2	1	0	X0	1	2	5.84	3	STRONG −
5.94	UNPLEASANT	3	2	1	0	0X	1	2	6.00	3	PLEASANT +
5.73	ACTIVE	3	X 0	1	0	1	2	5.94	3	PASSIVE +	
5.57	LARGE	3	2	R	1	0	1	2	5.57	3	SMALL 0
5.52	DULL	3	2	1	0	1	0X	2	5.57	3	SHARP +
5.47	SWEET	3	X 0	1	0	1	2	5.78	3	SOUR +	
4.68	LIGHT	3	2	1	0X	0	1	2	4.78	3	HEAVY +
5.15	FAST	3	X 0	1	0	1	2	5.52	3	SLOW +	



2.10 — **SPANISH SPEAKING**

5.26	SOUR	3	2	1	0	1	X0	2	5.08	3	SWEET −
4.21	HEAVY	3	2	1	0	0 X	1	2	3.94	3	LIGHT −
4.52	SLOW	3	2	1	0	0 X	1	2	5.00	3	FAST +
5.21	PLEASANT	3	X0	1	0	1	2	5.47	3	UNPLEASANT +	
4.42	SMALL	3	2	1	0	0	1	X	2	5.57	3 LARGE +*
5.52	SHARP	3	X0	1	0	1	2	5.63	3	DULL +	
5.10	UNFAIR	3	2	1	0	0	X	2	5.68	3	FAIR +*
4.42	STRONG	3	2	X	0	0	1	2	5.00	3	WEAK +*
4.68	PASSIVE	3	2	60	1	0	0	1	X	2	5.47 3 ACTIVE +*

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

ADD'L ANSWER

FIRST ANSWER

08984

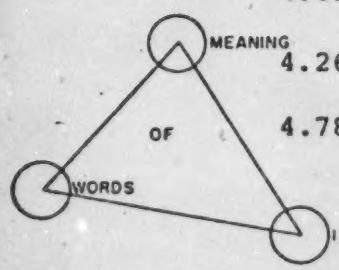
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 3.60 **MACHINES USED IN TEACHING** POST TEST: X

5.26	FAIR	3	2	X	0	1		0		1		2 5.94	3 UNFAIR +*
4.63	WEAK	3	2		1			0	0	1	X	2 5.36	3 STRONG +*
5.08	UNPLEASANT	3	2		1			0		1	0 X	2 5.36	3 PLEASANT +
5.05	ACTIVE	3	2		X0	1		0		1		2 5.21	3 PASSIVE +
4.52	LARGE	3	2		X	1	0	0		1		2 5.05	3 SMALL +*
4.78	DULL	3	2			1		0	0	1	X	2 5.31	3 SHARP +*
4.89	SWEET	3	2		X	1	0	0		1		2 5.31	3 SOUR +
4.26	LIGHT	3	2			1		0	0	1	X	2 5.31	3 HEAVY +*
4.78	FAST	3	2		X	1	0	0		1		2 5.57	3 SLOW +*



#4.40 **SOLVING PROBLEMS**

4.89	SOUR	3	2			1		0	0	1	X	2 5.73	3 SWEET +*
3.68	HEAVY	3	2			1	X	0	0	1		2 4.52	3 LIGHT +*
4.89	SLOW	3	2			1		0	0	1	X	2 5.42	3 FAST +*
5.31	PLEASANT	3	2	X	0	1		0		1		2 5.63	3 UNPLEASANT +
4.94	SMALL	3	2			1		0	0	1	X	2 5.21	3 LARGE +
5.31	SHARP	3	2	X	0	1		0		1		2 5.73	3 DULL +
5.26	UNFAIR	3	2			1		0		1	0 X	2 5.63	3 FAIR +
5.15	STRONG	3	2	X	0	1		0		1		2 5.57	3 WEAK +
5.26	PASSIVE	3	2			1		0		1	X0	2 5.21	3 ACTIVE -

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

READ BACK

FIRST PUNCH BACK

08977

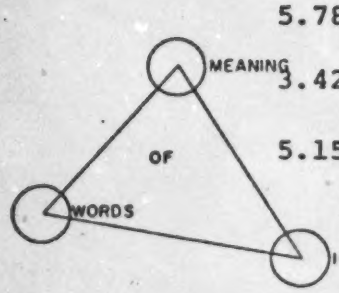
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 3.90 CLASSROOM POST TEST: X

6.00	FAIR	3	2 X	1	0		2	5.63	3	UNFAIR	+*
5.63	WEAK	3	2	1	0	X 0	2	5.36	3	STRONG	-
6.26	UNPLEASANT	3	2	1	0	X	2	4.78	3	PLEASANT	-
6.00	ACTIVE	3	2 X	1	0		2	5.78	3	PASSIVE	-
4.42	LARGE	3	2	X 0	0		2	5.00	3	SMALL	+*
5.42	DULL	3	2	1	0	X0	2	5.31	3	SHARP	-
5.78	SWEET	3	20 X	1	0		2	5.31	3	SOUR	-
3.42	LIGHT	3	2	1 0 X	0		2	3.89	3	HEAVY	+
5.15	FAST	3	2	1	0		2	5.15	3	SLOW	0



#3.11 READING GAMES

5.26	SOUR	3	2	1	0	X0	2	5.05	3	SWEET	-
4.57	HEAVY	3	2	1 0	0 X		2	3.52	3	LIGHT	-
5.00	SLOW	3	2	1	0	0 X	2	5.05	3	FAST	+
5.94	PLEASANT	3	20 X	1	0		2	5.36	3	UNPLEASANT	-
4.21	SMALL	3	2	1	00 X		2	4.47	3	LARGE	+
5.68	SHARP	3	2 0	1 X	0		2	4.42	3	DULL	-
5.68	UNFAIR	3	2	1	0	X0	2	5.31	3	FAIR	-
5.47	STRONG	3	2 0	1 X	0		2	4.47	3	WEAK	-
5.15	PASSIVE	3	2	1	0	0 X	2	5.26	3	ACTIVE	+

NAME _____ LAST MIDDLE FIRST GRADE SEX M OR F DATE OF BIRTH YEAR MONTH DAY

DATE YEAR MONTH DAY AGE SCHOOL CITY

TEACHER

IDENTIFICATION NUMBER

FOCUS NUMBER 0 1 2 3 4 5 6 7 8 9

FOCUS NUMBER 0 1 2 3 4 5 6 7 8 9

08978

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

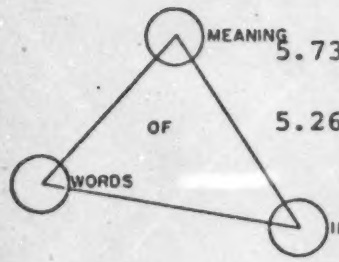
ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX BOY GIRL

FILL IN GRADE 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 1.20 TEACHER POST TEST: X

6.21	FAIR	3	0	2	X	1		0		1	2	5.68	3 UNFAIR –
6.10	WEAK	3		2		1		0		1	X	2 5.84	3 STRONG –
6.42	UNPLEASANT	3		2		1		0		1	2	5068	3 PLEASANT –
6.21	ACTIVE	3	0	X 2		1		0		1	2	6.00	3 PASSIVE –
5.10	LARGE	3		2	0	1	X	0		1	2	4.73	3 SMALL –
6.31	DULL	3		2		1		0		1	X	2 5068	3 SHARP –
5.47	SWEET	3		2	X 0	1		0		1	2	5.73	3 SOUR +
5.73	LIGHT	3		2		1	0	X	0	1	2	3.78	3 HEAVY +
5.26	FAST	3		X	0	1		0		1	2	6.00	3 SLOW +*



3.20 MATH GAMES

5.21	SOUR	3		2		1		0	X	1	0	2 4.73	3 SWEET –
3.26	HEAVY	3		2		1		0	X 0	1		2 3.47	3 LIGHT +
4.36	SLOW	3		2		1		0	0 X	1		2 4.68	3 FAST +
5.52	PLEASANT	3		2	0 X	1		0		1		2 5.15	3 UNPLEASANT–
4.47	SMALL	3		2		1		0	X0	1		2 4.42	3 LARGE –
5.31	SHARP	3		2	X 0	1		0		1		2 5.73	3 DULL +
5.63	UNFAIR	3		2		1		0		X	0	2 5.00	3 FAIR –
5.26	STRONG	3		2	X 0	1		0		1		2 5.63	3 WEAK +
5.84	PASSIVE	3		2		1	63	0		1	X 0	2 5.15	3 ACTIVE –

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NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

CODE NUMBER

PUPIL NUMBER

08980

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 3.12 INDIVIDUALIZED TEACHING POST TEST: X

| | | |

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

SCHOOL NUMBER

PUPIL NUMBER

08982

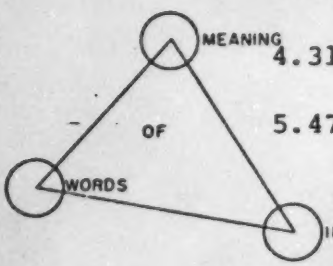
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK.

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 3.30 REWARDS POST TEST: X

6.26	FAIR	3	0	2 X	1	0	1	2	5.26	3	UNFAIR	−
5.73	WEAK	3		2	1	0	1 X	0 2	5.26	3	STRONG	−
5.89	UNPLEASANT	3		2	1	0	1 X	0 2	5.26	3	PLEASANT	−
6.10	ACTIVE	3	0	2 X	1	0	1	2	5.52	3	PASSIVE	−
5.10	LARGE	3		2	0	1 X	0	1	2	4.89	3	SMALL −
5.26	DULL	3		2	1	0	1	0X	2	5.36	3	SHARP +
5.36	SWEET	3		2	H	1	0	1	2	5.36	3	SOUR 0
4.31	LIGHT	3		2	1	0X	0	1	2	4.05	3	HEAVY −
5.47	FAST	3		2 X0	1	0	1	2	5.52	3	SLOW	+



4.10 SHARING INFORMATION

5.52	SOUR	3		2	1	0	1 X	0 2	5.31	3	SWEET	−
4.84	HEAVY	3		2	1 0	X0	1	2	4.15	3	LIGHT	−
5.36	SLOW	3		2	1	0	1	0X	2	5.52	3	FAST +
5.84	PLEASANT	3	X	2 0	1	0	1	2	6.05	3	UNPLEASANT	+
5.15	SMALL	3		2	1	0	1	H	2	5.15	3	LARGE 0
4.73	SHARP	3		2 X	1 0	0	1	2	5.57	3	DULL	+*
5.31	UNFAIR	3		2	1	0	1	0 X	2	5.78	3	FAIR +*
5.63	STRONG	3	X	2 0	1	0	1	2	6.05	3	WEAK	+
5.89	PASSIVE	3		2	1	0	1	0X	2	5.84	3	ACTIVE −

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

SCHOOL NUMBER

PUPIL NUMBER

08981

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 4.20 **DEVELOPING PERSONAL SKILLS** POST TEST: X

6.10	FAIR	3	2 X	1	0	1	2	5.84	3	UNFAIR	–
6.05	WEAK	3	2	1	0	1 X	2	5.42	3	STRONG	–
5.84	UNPLEASANT	3	2	1	0	1 X	0 2	5.31	3	PLEASANT	–
5.94	ACTIVE	3	2 0 X	1	0	1	2	5.63	3	PASSIVE	–
5.31	LARGE	3	2 0 X	1	0	1	2	5.26	3	SMALL	–
5.57	DULL	3	2	1	0	1 X	0 2	5.42	3	SHARP	–
5.42	SWEET	3	2 0 X	1	0	1	2	5.15	3	SOUR	–
4.05	LIGHT	3	2	1	0 0 X	1	2	4.31	3	HEAVY	+
5.36	FAST	3	2 0X	1	0	1	2	5.21	3	SLOW	–

MEANING OF WORDS INVENTORY

4.30 **LOOKING AT SELF**

5.05	SOUR	3	2	1	0	1	2	5.05	3	SWEET	0
5.00	HEAVY	3	2	0 X	0	1	2	4.57	3	LIGHT	–
4.78	SLOW	3	2	1	0 X	0 1	2	4.47	3	FAST	–
5.52	PLEASANT	3	2 X0	1	0	1	2	5.57	3	UNPLEASANT	+
5.31	SMALL	3	2	1	0 X	1	0	2	4.63	3	LARGE	–
5.52	SHARP	3	2 0X	1	0	1	2	5.42	3	DULL	–
5.52	UNFAIR	3	2	1	0	1 X	0	2	5.42	3	FAIR	–
5.42	STRONG	3	2 X0	1	0	1	2	5.57	3	WEAK	–
5.73	PASSIVE	3	2	1	0	X 1	0	2	4.89	3	ACTIVE	–

IBM-NW296

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

SCORE NUMBER

PUPIL NUMBER

08983

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 | # 3.40 | PLANNING LESSONS | POST TEST: X

5.94	FAIR	3	2 0X	1	0	1		2	5.84	3	UNFAIR	−
5.42	WEAK	3	2	1	0	1	0 X	2	5.73	3	STRONG	+
5.78	UNPLEASANT	3	2	1	0	1	X0	2	5.68	3	PLEASANT	−
5.84	ACTIVE	3	2	1	0	1	0X	2	5.89	3	PASSIVE	+
5.05	LARGE	3	2	X0	1	0	1	2	5.21	3	SMALL	+
6.63	DULL	3	2	1	0	1	X	2	5.68	3	SHARP	−
5.36	SWEET	3	2	X0	1	0	1	2	5.52	3	SOUR	+
3.94	LIGHT	3	2	1	0 X	1		2	4.00	3	HEAVY	+
5.05	FAST	3	2 X	0	1	0	1	2	5.52	3	SLOW	+

MEANING OF WORDS INVENTORY

3.50 | PUNISHMENT

4.26	SOUR	3	2	1	0	0X	1	2	4.52	3	SWEET	−
4.00	HEAVY	3	2	1	0	X	1	2	3.57	3	LIGHT	−
4.26	SLOW	3	2	1	0	X	1	2	4.63	3	FAST	−
3.10	PLEASANT	3	2	1	X	0	1	2	4.57	3	UNPLEASANT	+*
3.63	SMALL	3	2	1	0	X	1	2	4.47	3	LARGE	+*
4.05	SHARP	3	2	1	X	0	1	2	4.78	3	DULL	+*
5.73	UNFAIR	3	2	1	0	X	0	2	5.15	3	FAIR	−
5.21	STRONG	3	2	0	X	0	1	2	4.78	3	WEAK	−
4.73	PASSIVE	3	2	1	0	0 X	1	2	4.94	3	ACTIVE	+

IBM N91296

NAME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F _____ DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY

DATE _____ YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

IDENTIFICATION NUMBER

ROOM BRANCH

FOCUS BRANCH

08985

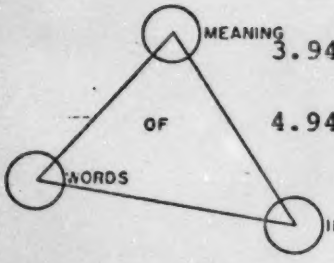
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY — FILL IN SEX: BOY GIRL — FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0 # 3.70 SMALL GROUP INSTRUCTION POST TEST: X

6.05	FAIR	3	0	2 X	1	0	1	2	5.73	3	UNFAIR	−
5.78	WEAK	3	2		1	0	1 X	0 2	5.31	3	STRONG	−
6.26	UNPLEASANT	3	2		1	0	1	X 2	5.78	3	PLEASANT	−
5.84	ACTIVE	3	2	0 X	1	0	1	2	5.63	3	PASSIVE	−
5.26	LARGE	3	2		1	0	1	2	5.26	3	SMALL	0
5.57	DULL	3	2		1	0 X	0 1	2	5.42	3	SHARP	−
5.26	SWEET	3	2	0X	1	0	1	2	5.21	3	SOUR	−
3.94	LIGHT	3	2		1	0	0 X	1	4.10	3	HEAVY	+
4.94	FAST	3	2	X	1	0	1	2	5.21	3	SLOW	+



3.80 SMALL GROUP DISCUSSION

5.27	SOUR	3	2		1	0	1	0X	2	5.36	3	SWEET	+
3.84	HEAVY	3	2		1	0	0X	1	2	3.94	3	LIGHT	+
4.68	SLOW	3	2		1	0	0	1X	2	5.10	3	FAST	
6.05	PLEASANT	3	X 0	2	1	0	1	2	6.26	3	UNPLEASANT	+
4.78	SMALL	3	2		1	0	X 0	1	2	4.47	3	LARGE	−
5.42	SHARP	3	2	X 0	1	0	1	2	5.84	3	DULL	+
5.94	UNFAIR	3	2		1	0	1	X0	2	5.84	3	FAIR	−
5.31	STRONG	3	2	X 0	1	0	1	2	5.84	3	WEAK	+*
5.05	PASSIVE	3	2		1	0	1	0 X	2	5.42	3	ACTIVE	+

IBM 44-296

FINDINGS FOR CONCEPTS ON ATTITUDE TOWARD THE MEANING OF WORDS INVENTORY

1.00 Communication-Interaction

1.10 Students: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

1.20 Teacher: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives. One (of 9) pairs showed a significant difference.

1.30 Principal: Teacher aides showed a positive attitude in nine (of 9) pairs of bipolar adjectives. One (of 9) pairs showed a significant difference.

2.00 Mexican Culture

2.10 Spanish speaking: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives. Four (of 9) pairs showed significant differences.

2.20 Culture in teaching: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

3.00 Implementing Instruction

3.10 Listening skills: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives. Two (of 9) pairs showed significant differences.

3.20 Math games: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives.

3.30 Rewards: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

3.40 Planning Lessons: Teacher aides showed positive attitudes in nine (of 9) bipolar adjectives.

3.50 Punishment: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives. Three pairs showed a significant difference.

3.60 Machines used in teaching: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives. Six (of 9) pairs showed significant differences.

3.70 Small group instruction: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

3.80 Small group discussion: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives. One (of 9) pairs showed a significant difference.

3.90 Classroom: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives. Two (of 9) pairs showed significant differences.

3.11 Reading games: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives.

3.12 Individualized teaching: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives. One (of 9) pairs showed a significant difference.

3.13 Following directions: Teacher aides showed a positive attitude in nine (of 9) pairs of bipolar adjectives.

4.00 Teacher-Aide Self

4.10 Sharing information: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives. Two (of 9) pairs showed significant differences.

4.20 Developing personal skills: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

4.30 Looking at self: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

4.40 Solving problems: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives. Three (of 9) pairs showed significant differences.

4.50 My professional growth: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives. Three (of 9) pairs showed significant differences.

CONCLUSIONS FOR CONCEPTS ON THE MEANING OF WORDS INVENTORY

An analysis of the twenty two critical factors (identified from the research literature) indicated that on the pre-test the paraprofessional instructional aides had a mean score reflecting positive attitudes on twenty two (22) of the twenty two (22) concepts. On the post-test twenty two (22) of the twenty two (22) concepts reflected positive attitudes on the part of the aides with twelve (12) concepts (number 1.20, 1.30, 2.10, 3.10, 3.12, 3.50, 3.60, 3.80, 3.90, 4.10, 4.40, and 4.50) demonstrating a statistically significant change in bipolar pairs from pre-to-post test. Of special interest was the concept "machines used in teaching" which had the most dramatic change with the concept "Spanish speaking" also reflective of vivid change. The concepts "solving problems," "my professional growth," and "punishment" also revealed strikingly positive attitude. It is to be noted that the concept "punishment" was defined in the training program as the absence of reward. Also reflecting significant growth in positive attitude (see Theoretical Taxonomy) were the following concepts: "sharing information," "small group discussion," "listening skills," "individualized teaching," and "classroom."

THEORETICAL MODEL FOR THE SENTENCE COMPLETION INVENTORY

I. Areas of Investigation	II. Research Sources Documenting Areas of Investigation	III. Main Investigation Concept Number
1. Communication-Interaction		
a. The role of the instructional aide in the community	Ballesteros, 1974 Olszewski, 1975	3
2. Mexican Culture-Pupil Self		
a. The language and culture of children	Drake, 1976 Engle, 1975 Nava & Sancho, 1975	4
b. The way a child grows socially	Carl, 1975 Ceja, 1973	5
c. The way a child grows physically	Carl, 1975 Ceja, 1973	6
d. Individual differences in children	Da Silva & Lucas, 1974 Harrison, 1967	14
3. Implementing Instruction		
a. Helping children to read is	Burt, 1976 Ward, 1975	7
b. Helping children to read should be	Cornejo, 1973 Todd, 1973	8

I. Areas of Investigation	II. Research Sources Documenting Areas of Investigation	III. Main Investigation Concept Number
c. Punishment	Musgrove, 1974 Sivick & Harbour, 1975	9
d. Doing nothing at all	Da Silva & Lucas, 1974	10
e. Rewarding children	Nava & Sancho, 1975 Da Silva & Lucas, 1974	11
f. Different ways to teach reading	Cornejo, 1975 Fernandez, 1974	12
g. Different ways to teach math	Carl, 1975 Merz, 1975	13
4. Teacher Aide Self		
a. The role of the instructional aide in the classroom	Nearing, 1975 Olszewski, 1975	2
b. The role of the instructional aide in the school	Nearing, 1975 Olszewski, 1975	1

INTERPRETIVE GUIDE, RESULTS AND CONCLUSION

FOR THE COMPLETION SENTENCES

The evaluation design was critically concerned with finding an instrument which could generate a large amount of data readily quantifiable and interpreted easily based on factors deemed by the program designers as most essential. The utilization of faces from "very happy" to "very sad" which was originally developed by Metfessel (1967) and modified by Panucci (1976) was combined with an incomplete sentence technique originally developed by Short (1976) and modified by Brizzi (1976) to provide essential information. Documentation was provided by Short (1976).

The stem of the item was followed by nine (9) faces ranging from "very happy" to "very sad" with a positive attitude to be indicated by a mean score above 5.00 which was the "neutral" face. Please see the pages following for the instrument and pre-post data.

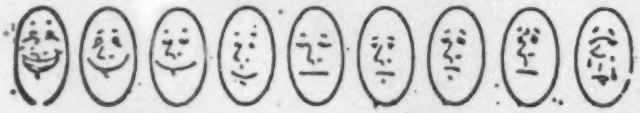
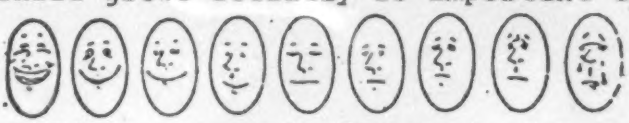
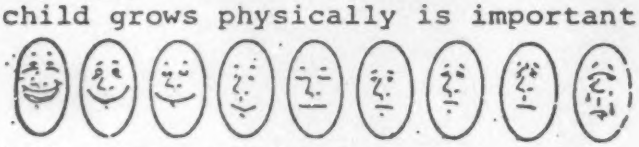
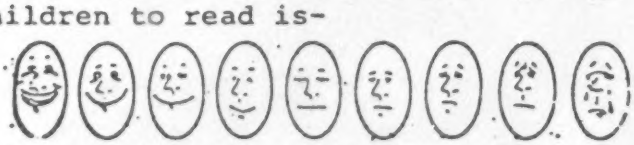
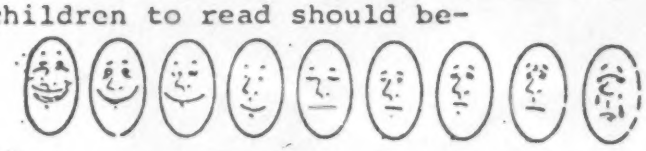
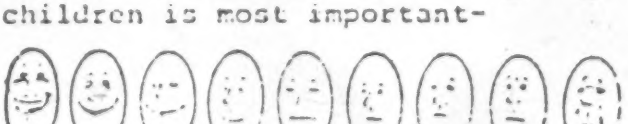
An analysis of the fourteen items indicated that on the pre-test the para-professional instrumental aides had positive attitudes on twelve (12) of the fourteen (14) items with negative attitudes being expressed towards item nine, "punishment" and "doing nothing at all" which was item ten. On the post-test thirteen (13) of the fourteen (14) items reflected positive attitudes on the part of the aides with

only two items (numbers nine and ten) reflecting a statistically significant change from pre-to-post test.

Interestingly, "doing nothing at all" (which probably reflects opportunity for creative, leisure time endeavors on the part of the students and time for para-professionals to develop involvement with students) had the most dramatic change with item eleven "rewarding children is most important" also reflective of an increasingly positive attitude, probably due to the instructional aides seeing the dramatic power of positive reinforcers properly utilized.

COMPLETION SENTENCES

Put an X on the face that is closet to your feelings about the sentence.

	Pre-test*		Post-test*	Change	Sig.
1.	The role of the instructional aide in the school is-				
	8.21		7.86	(-.35)	n.s.
2.	The role of the instructional aide in the classroom is-				
	8.26		7.86	(-.40)	n.s.
3.	The role of an instructional aide in the community is-				
	8.08		7.86	(-.22)	n.s.
4.	The language and culture of children are-				
	7.56		7.18	(-.38)	n.s.
5.	The way a child grows socially is important to me-				
	8.30		8.52	(+.22)	n.s.
6.	The way a child grows physically is important to me-				
	8.26		8.22	(-.04)	n.s.
7.	Helping children to read is-				
	8.34		8.00	(-.34)	n.s.
8.	Helping children to read should be-				
	8.36		8.25	(-.11)	n.s.
9.	Punishment-				
	4.86		4.87	(+.01)	n.s.
10.	Doing nothing at all-				
	3.18		7.83	(+.65)	.001
11.	Rewarding children is most important-				
	6.86		7.83	(+.97)	.05

	Pre-Test*	Post-test*	Change	Sig.
12.	Different ways to teach reading-			
	7.63	7.45	(-.18)	n.s.
13.	Different ways to teach math-			
	7.45	7.62	(+.17)	n.s.
14.	Individual differences in children are-			
	7.59	7.37	(-.22)	n.s.

RECOMMENDATIONS

The overall objective of developing positive attitudes on the part of the para-professional teacher aides towards all areas of the taxonomy was attained and it is recommended that present policies and procedures be continued and amplified.

The fact that especially positive attitudes towards (1) machines used in teaching; (2) factors involved in Spanish speaking; (3) problem solving procedures; (4) areas in professional growth and (5) the proper use of reinforcers were identified by the evaluator indicates the reasons for the successes in these areas should be carefully ascertained, documented, and verified.

The strongest recommendation, therefore, is that the publication of five separate guides in these areas would be a great contribution, and possibly one of national significance.